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ABSTRACT

This paper addresses faculty evaluation and the use of performance-based assessment documents (teaching dossiers or portfolios) to promote and maintain a high level of teaching quality at the higher education level. It is suggested that an evaluation tool, such as the dossier, should emphasize teaching effectiveness and allow educational institutions to make teaching a central criterion in hiring, promotion, and tenure decisions, as well as encourage faculty to focus specifically on self-selected instructional variables as they prepare their materials. Additionally, portfolios are viewed as a way to professionalize teaching. A small, liberal arts college (Otterbein College in Ohio) is presented as a case study in the use of portfolio evaluations. The annual portfolios include: (1) goals and objectives, related to the four major areas to be evaluated (teaching, scholarship, service to students, and service to department/college/community); (2) a description of the types of support needed to achieve these goals; (3) a collection of materials related to accomplishments; and (4) a narrative summary of previous goals and objectives met or unmet. Peer observations and student course evaluations are also included in the portfolios. Illustrative portfolio examples are provided in appendices. The paper concludes with observations from faculty on the success and desirability of using portfolios in teaching assessments. Contains 7 references. (GLR)

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PRACTICING WHAT WE PREACH: KEY ISSUES IN FACULTY EVALUATION

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Otterbein College

Westerville, Ohio

American Association of Colleges for Teacher Education

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Practicing What We Preach Key Issues in Faculty Evaluation

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Higher education is under scrutiny both from inside and outside of the academy. One central concern focuses on the quality of teaching in college classrooms. The May, 1989 issue of Policy Perspectives, a publication of the Higher Education Research Program sponsored by the Pew Charitable Trusts, listed six criticisms leveled at higher education and reported in the popular media: 1) teaching is not viewed as a central mission; 2) college teachers are free to teach what they want in any way they want and are protected by academic freedom policies; 3) professors tell rather than teach, thus encouraging passivity on the part of the students; 4) faculty are narrow and overly specialized; 5)professors are unaware of what or if their students are

learning; and 6) junior faculty are often unprepared for their teaching responsibilities.

Ernest Boyer (1987), a well-known voice of reform, expressed concerns felt by many. Colleges and universities have enshrined research leading to publication in the tenure and promotion process and minimized the importance of teaching. In fact, it doesn't take long for a neophyte faculty member to learn that it can be fatal at many institutions of higher education to devote too many hours to one's teaching. Time spent on students takes away from time spent on research.

Even if faculty felt that it was in their best interest to become exemplary teachers, would their training provide them with the requisite knowledge to do so? Critics of higher education say no; doctoral programs are designed to create good researchers, not good teachers. With few exceptions, universities have made no formal provisions for teaching the future professoriate how to teach.

Certainly, it makes sense for institutions of higher eduation to turn to their schools, colleges, or departments of education for expertise in the area of pedagogy.

After all, pedagogy is at the heart of the enterprise for professional educators, or is it?

Soder (1990) noted mission shifts across institutions of higher education which impact on professional education faculty. As part of the work of the Center for Educational Renewal, Soder and his colleagues surveyed and interviewed education faculty at 29 institutions. Even at regional universities and liberal arts colleges, research is seen as a key variable in tenure decisions by a majority of faculty. Soder challenges institutions "to develop a good teacher preparation program and to ignore the supposed glories of the research institution" (p. 709).

Education faculty have been accused of using the same mundane, conventional, and minimally effective teaching techniques found in all college classrooms. It is not unusual for a disgruntled student to point out that education professors may teach about active, collaborative approaches by talking at a group of silent, uninvolved isolates in a large lecture hall. Faculty respond to these accusations by stating that the criteria for promotion and tenure for them are no different than those set for faculty

outside of professional education. While lip service is paid to good teaching, there appears to be no real advantage for those who are judged to be excellent teachers either by students or by peers. Soder's research indicates that education faculty are growing increasingly discontent with established criteria utilized to judge their work.

Among the recommendations made in the May, 1989 issue of Policy Perspectives are the following: "...make teaching a central criterion in review for all hiring, promotion, and tenure decisions" and "...develop a program of quality assurance that includes both student evaluations and peer review" (p.7). The teaching dossier (Shore et al,1986) or teaching portfolio (Seldin, undated) provides a structure which allows for formative as well as summative assessment. Not only would the use of a dossier or portfolio system which emphasized teaching allow institutions to address the two recommendations listed above, but also it could encourage faculty to focus specifically on self-selected instructional variables as they prepared their materials. Through the process of establishing goals and selecting evidence to document that these goals had been met, faculty

would be encouraged to improve their teaching as well as to verify current effectiveness.

Accountability: Portfolios or Dossiers

A teaching dossier offers a faculy member the opportunity to collect evidence from a variety of sources over time. Shore et al. (1986) presented a strong argument for the use of the dossier:

> There is no easy way to predict just how the teaching dossier will be used. However, there appears to be widespread dissatisfaction with the most common current procedures for evaluating teaching,namely by gossip or by the use of oversimplified results of student evaluations. When faculty incoporate their teaching dossiers into their curricula vitae, administrators will pay careful attention to this information because it fills a vacuum among the current bases for performance review. The mere use of the teaching dossier by numbers of faculty should accomplish something, especially if it is coupled with repeated and clearly made requests that the evidence be considered by the appropriate review body. Individual professors will express in their own way the unique aspects of their teaching, and the variety of reliable data which demonstrate it. The dossier should be regularly, perhaps annually, brought up to date. (p. 4)

Shore et al. listed 49 possible items for inclusion in a teaching dossier broken down into three categories: products of good teaching, material from oneself, and

information from others. Products include test scores as well as a variety of student work samples (ranging from theses to essays to logs or laboratory reports). Material from oneself allows the faculty member to describe teaching responsibilities, course materials, techniques, and preparation (including reading professional journals, reviewing new materials, and conducting research related to one's teaching or teaching area). Information from others provides the opportunity to share student and peer evaluations as well as other types of feedback related to teaching effectiveness.

Seldin (undated) shared insights based on his experience with portfolios. Portfolios can help institutions to reward good teaching without requiring a complete overhaul of evaluation practices. Since portfolios are "both a result and a process" (p. 21), faculty are able to work with colleagues to improve their teaching. In fact, Seldin argued that dialogue related to the portfolio must take place between the department chair and professor in order to develop trust in the use of such an assessment tool. While faculty benefit from conversations with peers,

department chairs, and teaching improvement specialists, they should not feel bound by a finite set of "do's" and "don'ts" in the preparation of portfolios. "Portfolios must be individualized and comprehensive" (p. 21).

Whether labeled a dossier or a portfolio, the notion of performance-based assessment of teaching utilizing a variety of indicators is exciting and should be of particular interest to heads of schools, colleges, and departments of education. Teaching portfolios are seen as a way to professionalize teaching in K-12 settings (Bird, 1989). Instituting such procedures at the collegiate level would link education faculty with colleagues in the schools. Individuals involved in the preparation of teachers as well as practicing teachers would be reflecting on current practices. While the two groups might not be seeking out the same answers because of differences related to subject matter and context, many of the questions as well as sources of evidence could be appropriate in either setting. The commonalities might help to establish a shared language for those involved in the larger enterprise of improving our nation's schools.

Portfolio Evaluation: A Case Study of Education Faculty at a Small, Liberal Arts College

Otterbein College, located in the greater Columbus, Ohio area, has a history of blending professional studies with a liberal arts core. Out of approximately 2500 undergraduate and graduate students (2000 FTE), 500 (400 FTE) are involved in teacher education programs. There are presently 11 full-time Education Department faculty; because of retirements and departmental growth over the last five years, 75% have been hired since 1988. The Chair, while a full-time administrator and part-time faculty member at the College since 1980, only assumed her current position at the beginning of the 1988-89 academic year.

Otterbein, like many similar institutions, has had a proud tradition in the area of teacher education. As Goodlad, Soder, Sirotnik (1990) point out in their description of Mills College, small colleges "...remind one anew of the incalculable debt that twentieth-century educational reform owes to innovative spirits at small private institutions. Faculty members exude a confidence in their ability to improvise, to experiment, to do what makes

sense for teachers-to-be" (p. 105). College faculty and administration recognize that the preparation of teachers is central both to the mission and the continuing economic health of the institution.

It is fitting that an institution that produces a large number of teachers relative to its size also ranks teaching as the most important variable in decisions related to retention, promotion and tenure for its faculty. An annual evaluation form as well as the current faculty manual include the following criteria: teaching, scholarship, service to students (advising, independent studies, participation in student activities, field or clinical work), service to the department/college, and service to the community. Faculty are evaluated annually based on these criteria by department chairs; in addition, they are asked to submit an annual report to the Academic Dean in which they reflect over the year that has passed and establish goals for the coming year. During the years when renewal, tenure, and promotion decisions are to be made, faculty are expected to submit a dossier to a departmental committee and then to the College Personnel Committee.

As general guidelines, the College evaluation form and the faculty manual were satisfactory. However, in order to engage faculty in the process of continual self-directed growth, to interconnect teaching and scholarly inquiry, and to place greater weight on field supervision as well as on other activites conducted in school settings, the Chair of the Education Department found it necessary to re-shape the College evaluation process by creating a portfolio assessment plan. The modifications were approved by the Academic Dean and instituted for the first time during the 1989-90 academic year.

Recent conclusions drawn by Goodlad, Soder, and Sirotnik (1990) after intensive study of teacher preparation programs across the United States underscore the importance of redesigning the classical evaluation categories. They identified four "features" which characterize the mission of teacher education: teaching and the preparation of educators, scholarly inquiry (which requires much reading and reflection over a long period of time), praxis (working with practitioners), and research/dissemination. While these

features are present in the portfolio approach adopted by the Education Department at Otterbein College, they are subsumed under the traditional categories of teaching, scholarship, and service.

Evaluation Procedures. Each Education faculty member is asked to submit a portfolio on a yearly basis. The portfolio consists of the following: 1) a plan outlining goals and objectives related to the four major areas to be evaluated (teaching, scholarship, service to students, and service to department/college/community); 2) a description of the types of support needed to achieve goals; 3) a collection of materials related to accomplishments; and 4) a narrative summary of goals and objectives met or unmet. Faculty are asked to address the faculty standard established by the Ohio Department of Education which requires participation in "meaningful" school-based experiences at least every three years. In addition, peer observations, student course evaluations, and student/cooperating teacher field supervision evaluations are included in the portfolio.

Faculty are asked to submit their plans (goals and objectives) early during the Fall Term. By the fifth week of the Winter Term, each professor meets with the Chair and makes any necessary mid-course adjustments to the plan, reflects on progress to date, and shares successes as well as frustrations. The completed annual portfolio is due during the second half of Spring Term. The Chair reviews the materials, prepares a written evaluation based on this review, and makes salary recommendations to the Academic Dean which are consonant with reactions to the portfolio. Renewal, tenure, and promotion decisions involve a review of a cumulative portfolio by the Education Department Evaluation Committee as well as by the Chair. Recommendations are made to the Academic Dean and the College Personnel Committee; the Dean and the Committee also have the opportunity to review the portfolio.

Illustrative Examples. Sample portfolios for two faculty are included in Appendices A and B. Because of space considerations, only the Goals and Objectives Plan and the Narrative Summary sections have been included; actual

materials (course evaluations, syllabi, self-reflection statements, work samples, etc.) have been omitted.

Is Portfolio Evaluation Worth the Time and Effort? "It is harder to keep a job than to get a job at Otterbein." This tongue-in-cheek comment made by one faculty member certainly underscores the time involved in preparing a portfolio. However, it also indicates that the portfolio approach sends faculty an important message: The Education Department has high expectations for its faculty and holds each member accountable.

Are there benefits which result in teaching improvement? Another faculty member commented that the personal analysis section of his portfolio was particularly helpful. As he reflected on his teaching, he came to realizations that led to enhanced performance.

> It is well established that new teachers progresss through stages of development. When I returned to the classroom after an absence of about 20 years, I found myself "a new teacher." My earliest efforts centeered around learning the "system." That system included everything from using the library to writing effective examinations. As the six quarters have passed, I have moved on to making efforts to connect my teaching to a combination of my students' life experiences, my own life experience, the world outside the classroom, other

> courses at Otterbein, and what students are seeing in their field experiences. While doing this I have increased my risk-taking by offering a choice of assignments, papers, and examinations. I am now comfortable in making mid-course corrections and sensing when a class and I are at a critical juncture.

A review of goals and objectives for all full-time faculty revealed the following themes: a new emphasis on techniques designed to increase active engagement on the part of students (small groups, journals, cooperative assignments, assignments that force students to monitor and to self-assess their own learning, etc.), greater use of media and technology in class presentations (computer applications, slides of pupil products, videotaped teaching episodes, etc.), serious attempts to devise "state of the art" clinical assignments, and searches for exemplary field settings. In addition, faculty were addressing the connections between scholarly inquiry and teaching by considering their own need to keep up with the literature as well as by proposing action or formal research projects which related to what or how they taught specific courses.

Perhaps the best result of the new assessment format was the amount of cross-fertilization it encouraged. Faculty who teach sections of the same course or who teach

related content found themselves in colleagues' classes in order to provide additional documentation of teaching effectiveness for each other's portfolios. These visits naturally led to continuing conversations about content and delivery.

Implications for Other Institutions

The use of portfolios in higher education may help us to rid ourselves of the artificial distinction made between teachers and teacher educators. After all, those of us who teach in schools, colleges, and departments of education are teachers; our students are older and our content is obviously different than that of our K-12 colleagues. But many of the criteria appropriate for elementary and secondary school teachers should apply across settings. The National Board for Professional Teaching Standards is in the process of developing an assessment which will identify individuals who should be Board certified. Seminal discussions of what the assessment will include certainly point to a portfolio approach. If we can document teaching effectiveness, blend scholarly inquiry with teaching, and

effect change in schools, colleges, and universities through service to the larger educational community, the gap between those who teach and those who teach teachers will narrow. Perhaps then the lofty ideas posed by educational reformers can be realized.

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APPENDIX A

MEMO TO: Harriet Fayne, Chair, Education Dept.

FROM: . Associate Professor

RE: My professional goals, related enablers and requested assistance.

DATE: October 12, 1989

Thank you for this opportunity to outline formally my personal goals for 1989-1990 as an Otterbein faculty member. I have listed them below, with my "current best thoughts" on means of obtaining these goals, as well as requests for your assistance. I welcome your comments and input.

I. My goals and enablers:

GOALS	ENABLERS
A. Teaching 1. To improve the level and quality of student involvement during class sessions.	I'm incorporating several "new features": a) "pretests" at beginnings of units, to check initial understanding of content and to "spark" early (& focused) class discussion. b) regular and frequent "participation/clinical assignments" related to a class session, which will place responsibility with the student for involvement/preparation.
2. To achieve more closure around topics presented in classes.	For Ed 330, I'm planning on sharing <u>with students</u> my <u>agenda</u> (in writing) for class sessions. In both Ed 200 and Ed 330, after a unit, I am asking of the class, "What have we learned? and "So what?" The answers to both of these summative questions are first being written by the students, discussed in class, and then compiled on overhead projector. This compilation then becomes a "Study Guide" for an upcoming examination.
3. To improve the presentation of factual information.	I've always found it "easy" to plan activities which involve students in the higher levels of Bloom's Taxonomy. What's <u>difficult</u> is <u>making the link</u>

between those kinds of activities and the related foundational information which is factual and conceptual. I'm using more "aids" to lectures, e.g., overheads, response sheets, small group tasks, etc.

B. Advising

I hope to improve my informal, "not during registration" contacts with advisees, mainly by writing personal notes in reaction to grade announcements or other info re advisees or, in special cases, by inviting students to "come chat" or "join me for lunch". I also intend to become more knowledgeable about our curriculum.

C. Campus Leadership

I am increasing my service here by functioning on the Teacher Education and Faculty Development Committees.

D. Professional Enrichment

This is an important goal for me. I'm trying to find time, perhaps twice a year, to work for extended times in classrooms with children. (You are aware that I did some "whole language" work this summer at Upper Arlington Child Care Center). I'm presenting at three or four conferences this year and am conducting some research with . I'm trying to "network" with local early childhood and whole language educators. (You are aware that I'm shifting my "Massachusetts focus" from "teacher education" to these areas.) I would really enjoy collaborating with someone whose research expertise is challenging for me.

E.	Departmental Contributions	.I will continue to be an active, contributing, departmental faculty member. The "Honors Program," "Columbus State Partnership," "Jennings Foundation Grant," and "Middle School Program" are current efforts. I will provide leadership wherever I'm needed.
F.	Community Leadership	I am willing to be of service in this area. Concrete contributions which come to mind are my work on the UACCP Parents' Committee and with CAEYC. (think it's particularly important that Otterbein is represented in that group).

II. Requests for Assistance. The following would assist me in attaining the aforementioned goals:

A. Continued support for my travel requests to professional conferences.

B. Computer equipment for word processing and printing in my office.

C. Support of my efforts to spend "job time" in the schools.

D. Facilitation of my networking with local educators interested in early childhood education and whole language education.

E. Support of my need to "connect" with and participate in research efforts in the above areas.

F. Continued problem-solving to make our workplace a more conducive area for studying, planning for teaching, and other scholarly efforts.

G. Continued problem-solving to build "colleagueship" among members of our department for mutual teaching evaluation, research collaboration, etc.

H. Continued support in making teaching and supervision schedules and loads as reasonable and time-efficient as possible.

CRITERION: Teaching

Accomplishments

- Taught graduate workshop course in June, 1989, entitled, "Getting Started in Whole Language".
- Taught a total of 130 students in 3 sections of Educational Psychology and 2 sections of Reading Skills and Methods.
- Supervised 7 students in non student-teaching field placements.
- Served as Internship Coordinator for Otterbein's partnership with Gahanna-Jefferson Schools. Four students participated. (I supervised two of them for the entire academic year and provided administrative services for all of the participants.)
- Did extensive reading to deepen my knowledge in specialized areas pertaining to Ed 330 (Reading Skills and Methods) (especially psycholinguistics, strategies for improvement of content area reading, informal assessment of reading, and the "process writing" approach).
- Developed a variety of teaching materials to enhance class sessions and course assignments and to increase productive student involvement during class sessions.
  - Developed approximately 100 overhead transparencies.
  - Used copy-stand photography for slide presentations.
  - Developed 3 forms of a "Phonics/Structural Analysis Competency Test".
  - Videotaped several elementary classroom episodes and story reading sessions with my pre-school age son.
  - Developed (with Patty Ryan) self-paced instructional module in "Standardized Testing".
  - Designed 15 "Participation Assignments" for Ed 330.
- Improved the quality of my supervision of field placements.
  - Developed an "Individual Learning Contract" for kindergarten-level Ed 400 students.
  - Videotaped (and conducted post-analysis with) student interns in classroom teaching situations.
- Experimented with cooperative learning projects.

CRITERION: Scholarship

Accomplishments

- Presented papers:

  - December 8, 1989, University of South Carolina (Myrtle Beach), "How Does Mathematics Fit Into an Early Childhood Whole Language Classroom?"

  - January 27, 1990, Annual Conference of Columbus Association for the Education of Young Children, "Math the `Whole Language' Way".

  - February 7, 1990, Annual meeting of Association of Teacher Educators (Las Vegas), and February 24, 1990, American Association of Colleges for Teacher Education (Chicago), "Enhancing Preservice Teachers' Contextual Understandings about Their Learners" (with P. Ryan).

  - February 22, 1990, Annual Meeting, AACTE (Chicago), "Too Much of a Good Thing: Replacing Field Assignments with Clinical Experiences" (With H. Fayne, B. Pettegrew, & P. Ryan).

- Taught workshops:

  - October 24, 1989, Westerville YWCA, "Getting to Know the Three-to-Five Year Old".

  - January 30, 1990, Westerville YWCA, "Getting to Know the Six-to-Ten Year Old".

- Conducted classroom action research:

  - June & August, 1989 (approximately 2 days/week), Upper Arlington Child Care Center, five-year-old class, whole language teaching strategies.

  - December, 1989 (1 1/2 weeks), McVay Elementary School, Westerville, Kindergarten, whole language teaching strategies.

CRITERION: Service to Students

Accomplishments

- Assisted at the Fall, 1989 orientation for new Otterbein students.
- Served as the faculty academic advisor for 27 students. I am available for and responsive to these students when they request assistance; at Spring Registration, I insure that they schedule a Planning Conference with me. I write congratulations and motivational notes to them after I receive their Grade Reports.
- Chaired a committee to develop Honors offerings in Education. Developed an Honors offering for Educational Psychology.
- Planned and conducted a session for prospective students in November 1989. Sent a follow-up letter to all attendees of the Education Session.
- Responded to several requests to meet with (or include in class sessions) prospective students.

CRITERION: Service to Education Department, Otterbein College and Personal/Professional Community

Accomplishments

- Assisted with a grant proposal for Ohio State Department of Education "Third Grade Guarantee" Project involving Gahanna/Jefferson and Westerville Schools and Otterbein College. (If funded, 17 teachers from the two public school districts will participate in graduate level courses offered by Otterbein College; and I will provide major leadership for training and evaluation component).
- Served on Faculty Development Committee (In addition to almost weekly meetings, this service involves many administrations of the I.D.E.A. Faculty Evaluation Survey to students in colleagues' classes).
- Served on the Otterbein College Teacher Education Committee.
- Assisted on the proposed partnership in Early Childhood Education between Columbus State College and Otterbein College.
- Volunteered to conduct class session for May 5, 1990 Otterbein Parents' Day.
- Served on Winter Conference Planning Committee for Columbus Association for the Education of Young Children.
- Served on Parents' Committee for Upper Arlington Child Care Center. Assumed major responsibility for publicity of annual fundraising event and participated in sub-committee involving scholarship and minority/disadvantaged recruitment issues.
- Volunteered to serve as reader/project proposal evaluator for Ohio State Department of Education.
- Cultivated professional relationships with exemplary cooperating teachers by sharing materials with them, consulting with them in areas of expressed need, and facilitating their involvement as conference and meeting presenters.

NEXT STEPS/GOALS FOR THE FUTURE

- Refine research interests and conduct study in children's early reading/writing.
- Develop networking connections with local professionals in areas of children's reading/writing.
- Gain skills in ethnographic research techniques.
- Continue leadership contributions and professional networking in local early childhood arena.
- Collaborate with a first or second grade teacher for an extended period of time using techniques of whole language and literature-based reading and writing instruction.
- Revise the Ed 320 "Kindergarten/Primary Curriculum" course to provide knowledge and understanding of developmentally appropriate curricula for young children, 4-8 years old.
- Continue efforts to represent Otterbein College at national level conferences in early childhood, teacher education, and literacy instruction.

APPENDIX B

PERSONAL EVALUATION STRATEGY
1989-90

Emphasis I: TEACHING

A. GOAL: Refinement of course content with regard to real time relevancy to the world of the teacher and increased student involvement in class sessions.

1. PROCESS:

a. field experience supervision
b. professional reading
c. listening to teachers
d. observing colleagues

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of collegial visits as a trust relationship between colleagues for professional growth

B. GOAL: Improvement of personal classroom performance to enhance learning opportunities for students.

1. PROCESS:

a. observe colleagues at least once per quarter (with feedback)
b. be observed by colleagues at least once per quarter (with feedback)
c. use the IDEA format at least once per quarter
d. create and use a student course evaluation form for every course taught
e. study, reflect upon, and employ appropriate lessons learned from all of the above

2. SUPPORT:

a. Personal: commitment to be observed by colleagues
b. Department: development of environment which encourages such observations as non-threatening exchanges between colleagues

Emphasis II: SCHOLARSHIP AND PROFESSIONAL INVOLVEMENT

A. GOAL: Develop a professional research/writing agenda.

1. PROCESS:

a. produce and submit for publication one article by the end of Winter Quarter
b. explore the development of a workbook/manual of student involvement in beginning school experiences independent of a textbook
c. explore writing case studies of actual situations to supplement and/or replace the "large textbook" normally associated with the survey course

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: same as department

B. GOAL: Cultivate professional relationships which advance recognition of the work of the department and of the college.

1. PROCESS:

a. serve in leadership positions with associations
b. present papers at professional meetings
c. serve on ODE committees
d. attend professional meetings

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: financial support for professional travel

C. GOAL: Develop a series of planned activities which result in meaningful school activities.

1. PROCESS:

a. cultivate relationships with area school districts for potential staff development sessions or other consultant activities
b. maintain relationship with ODE for involvement with school districts under standards review

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: same as department

Emphasis III: SERVICE TO STUDENTS

A. GOAL: Learn the complexities of advising.

1. PROCESS:

a. study appropriate written material
b. observe or otherwise participate in advising situations

2. SUPPORT:

a. Department: provide mentoring support for first-time advisers
b. College:

(1) provide a faculty office large enough to hold more than one adult
(2) conduct meetings or other relevant sessions for first-time advisers

B. GOAL: Develop an understanding of the role and activities of the career center in order to enhance personal participation in the job search for assigned student teachers or other education students.

1. PROCESS:

a. volunteer to host/and or meet with on-campus interviewers
b. learn the OC process for advising education students in the job search process

2. SUPPORT:

College: use of the services of the Career Center

Emphasis IV: SERVICE TO DEPARTMENT AND COLLEGE

A. GOAL: Participate actively in ongoing and special needs committees of the department and college.

1. PROCESS: volunteer or otherwise respond to serve on faculty committees

2. SUPPORT: none required

B. GOAL: Work to support the computer needs of the education faculty.

1. PROCESS:

a. assess the tasks of the department that might be enhanced and made more efficient through the use of computer software
b. suggest appropriate software and equipment appropriate for accomplishing identified tasks
c. aid faculty and staff in their use of the identified software

2. SUPPORT:

a. Personal: budget personal time
b. Department: provide financial support for software
c. College: provide financial support for hardware

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PERSONAL EVALUATION STRATEGY - PROGRESS REPORT

April 13, 1990

Emphasis I: TEACHING

A. GOAL: Refinement of course content with regard to real time relevancy to the world of the teacher and increased student involvement in class sessions.

1. PROCESS:

a. field experience supervision

The process (and number of students) in the Study of the School (SOS) supervision does not allow a great deal of contact with teachers, especially at the secondary level. However, each time I visit a school I observe the school much as I would want one of our students to observe. I have had numerous conversations with both administrators and teachers about "current events" and concerns. With regard to student teaching, my observations and conversations have helped me reenter the daily world of the classroom teacher.

b. professional reading

In addition to my regular reading of Education Week, Educational Leadership, and Kappan, the bulk of my professional reading is in the area of multicultural education. I am always in search of first person, coming-of-age materials with which to make the classroom more "real."

As a former administrator with the ODE I receive the "Superintendent's Newsletter" which allows me to be as close as I want to be to the world of school administration and teaching from the state perspective. This helps me to be current in classroom discussions, with teachers in the field, and prepared for the constant changes in school law.

c. listening to teachers

My supervision activities allow this to happen.

d. observing colleagues

While I have not observed colleagues in formal teaching situations, I have purposely engaged OC professors (both education and others) in conversations about general areas that a "beginning" college teacher considers legitimate concerns.

2. SUPPORT:

a. Personal: budget personal time

The professional climate at Otterbein has encouraged me to set my own professional agenda about 90 percent of the time. This atmosphere has proven to be stress-reducing and professionally rewarding.

b. Department: recognition of collegial visits as a trust relationship between colleagues for professional growth

I have confidence that any one of my colleagues in the department would be helpful to me in my classroom presentations. I have no concerns whatsoever with any one of them visiting my classroom. I just have to do it.

B. GOAL: Improvement of personal classroom performance to enhance learning opportunities for students.

1. PROCESS:

a. observe colleagues at least once per quarter (with feedback)

Not yet accomplished; an observation will occur before the end of the academic year.

b. be observed by colleagues at least once per quarter (with feedback)

Not yet accomplished; an observation will occur before the end of the academic year.

c. use the IDEA format at least once per quarter

I used IDEA in the summer Multicultural Education (MCE) course and in the autumn in the graduate School Law course. The results were turned in to the department chair to be made a part of my portfolio. I am enclosing copies of the written comments which accompanied that evaluation. I will use the IDEA in my spring SOS course.

d. create and use a student course evaluation form for every course taught

I have done this in SOS each quarter. At the end of the academic year I will compile the results and forward them to the department chair. A copy of the evaluation form is attached.

e. study, reflect upon, and employ appropriate lessons learned from all of the above

I have made "mid-course corrections" in SOS as a result of the evaluations and suggestions of the students. That may be one reason my syllabus is becoming so large.

2. SUPPORT:

a. Personal: commitment to be observed by colleagues

I continue to have the commitment. I just have to schedule the actual visit.

b. Department: development of environment which encourages such observations as non-threatening exchanges between colleagues

I sense that this environment is developing at a very positive rate.

Emphasis II: SCHOLARSHIP AND PROFESSIONAL INVOLVEMENT

A. GOAL: Develop a professional research/writing agenda.

1. PROCESS:

a. produce and submit for publication one article by the end of Winter Quarter

I have begun the research on my monograph thru interviews and attending State Board of Education hearings. It appears as if the article will be another one of those "summer projects."

b. explore the development of a workbook/manual of student involvement in beginning school experiences independent of a textbook

I continue to work on this as I revise the worksheets for SOS. I estimate that as the course is organized now that less than half of the current text is used.

c. explore writing case studies of actual situations to supplement and/or replace the "large textbook" normally associated with the survey course

There is renewed interest in the case study approach to teacher education. It is one way to approach the clinical/field experience dilemma. Several new works are organized in this way; however, they are so broad in scope that they do not "fit" much of SOS. I will continue to work on the development of such cases. Early steps on my part include role-playing in both MCE and SOS and a final exam in MCE that was entirely case study driven.

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: same as department

B. GOAL: Cultivate professional relationships which advance recognition of the work of the department and of the college.

1. PROCESS:

a. serve in leadership positions with associations

I serve the Ohio Association for Supervision and Curriculum Development as a member of the board of directors and chair of the research committee.

b. present papers at professional meetings

I presented twice last academic year. This year I did not apply to present any papers. I will apply during the coming academic year.

c. serve on ODE committees

I was selected by the Governor, through the ODE, to represent higher education on the selection panel to choose two Christa McAuliffe teaching fellows. The fact that I wrote the guidelines for the project while at ODE may have played a part in my continuing to serve on this selection panel.

d. attend professional meetings

I attended both the fall and spring conferences of OASCD and a National Middle School Association conference on Middle School Certification in Atlanta. I also attended an Ohio School Boards Association Law Update Seminar.

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: financial support for professional travel

The department and the college have been quite generous in supporting my attendance at the Atlanta conference and the Law Seminar.

C. GOAL: Develop a series of planned activities which result in meaningful school activities.

1. PROCESS:

a. cultivate relationships with area school districts for potential staff development sessions or other consultant activities

I am cultivating but not much has sprouted. I did meet again with the Worthington committee on becoming a two-high school district. I was approached by the Ohio School Boards Association to become a part-time policy consultant. This would have entailed travel throughout Ohio to work with school boards on revising and developing board policies. While I would have enjoyed the tasks involved, we could not agree on the value of my time and expertise.

b. maintain relationship with ODE for involvement with school districts under standards review

I have the approval of the assistant director for school inspection that I may serve as what they term an "augmenter" for school inspections in the state. What remains is matching my schedule to that of the school inspections. It is possible than this could happen in early December of this year. This would allow me to visit classrooms in a variety of districts.

2. SUPPORT:

a. Personal: budget personal time
b. Department: recognition of impact upon load
c. College: same as department

Emphasis III: SERVICE TO STUDENTS

A. GOAL: Learn the complexities of advising.

1. PROCESS:

a. study appropriate written material

I have done this. I have also met with concerning the advising process.

b. observe or otherwise participate in advising situations

I had the chance to work with a few students during a summer orientation period but most of my knowledge has been through on-the-job training. I have been on the "fast track" since I am consistently sent new advisees who are transfer students. I now have 19 advisees in my first year as an adviser.

2. SUPPORT:

a. Department: provide mentoring support for first-time advisers

I have sought such help; there is no formal program or support.

b. College:

(1) provide a faculty office large enough to hold more than one adult

No progress. I really can not conduct adequate meetings with the SOS personal conferences, required break-out seminars or other such undertakings in my cubicle.

(2) conduct meetings or other relevant sessions for first-time advisers

I did not learn of any such meetings.

B. GOAL: Develop an understanding of the role and activities of the career center in order to enhance personal participation in the job search for assigned student teachers or other education students.

1. PROCESS:

a. volunteer to host/and or meet with on-campus interviewers

I hosted one school district last spring.

b. learn the OC process for advising education students in the job search process

This will remain a goal. My learning this far has been through student teachers and not the center.

2. SUPPORT:

College: use of the services of the Career Center

Emphasis IV: SERVICE TO DEPARTMENT AND COLLEGE

A. GOAL: Participate actively in ongoing and special needs committees of the department and college.

1. PROCESS: volunteer or otherwise respond to serve on faculty committees

(a) College:

(1) *Member, Teacher Education Committee*

(2) *Member, Computer Advisory Committee*

This committee seems to be in limbo after the decision-making authority was consolidated. Perhaps its activities will increase with the new Director of Academic Computing. It might make sense for Dr. Sizemore to replace me on this committee.

(3) *Member, Poster Appeals Committee (!)*

(b) Department:

(1) *Produced the Social Studies NCATE Folio*

(2) *Responsible for the revising of the Student Teaching Handbook and all related forms.*

(3) *Guided and compiled a curriculum alignment review of the education department courses and the National Teacher Exam*

(4) *Studying the implementation of a course sequence to produce middle level certification.*

(5) *Studying additional offerings for the MAT program.*

(6) *Wrote the graduate syllabi for the courses Multicultural Education and School Law.*

B. GOAL: Work to support the computer needs of the education faculty.

1. PROCESS:

a. assess the tasks of the department that might be enhanced and made more efficient through the use of computer software

This project has not progressed a great deal because my background is in the IBM clone area and we appear to be heading in a Mac direction. I feel that Dr. Sizemore and the Director of Academic Computing could be relied upon to accomplish these goals.

b. suggest appropriate software and equipment appropriate for accomplishing identified tasks

c. aid faculty and staff in their use of the identified software

2. SUPPORT:

a. Personal: budget personal time
b. Department: provide financial support for software

The chair has been forthright and supportive of software needs.

c. College: provide financial support for hardware

The financial support to the department in hardware has not lived up to original and supportive promises.

* * *

Original submission of goals: October, 1989
Progress report: April 13, 1990

BEST COPY AVAILABLE

RENEWABLE TERM REAPPOINTMENT PORTFOLIO

, PhD, Assistant Professor

I. RESUME [TAB 1]

II. QUALITY OF TEACHING

A. Annual Evaluations [TAB 2]

B. Faculty Annual Reports [TAB 3]

1. Personal Evaluation Strategy 89-90 (Progress Rpt)

2. Personal Evaluation Strategy 90-91

C. Student Evaluations

1. IDEA Format

a. ED 360 Multicultural Education (Winter 88-89) [TAB 4]

(1) Survey Results

(2) Student Comments

b. ED 507 Multicultural Education (Summer 1989) [TAB 5]

(1) Survey Results

(2) Student Comments

c. ED 638 School Law (Autumn 89-90) [TAB 6]

(1) Survey Results

(2) Student Comments

d. ED 638 School Law (Autumn 90-91) [TAB 7]

(1) Survey Results

(2) Student Comments

2. Instructor's Evaluation Format for ED 160

a. Survey Results [TAB 8]

b. Student Comments [NOTEBOOK]

D. Peer Observations [TAB 9]

1. Dr. Fayne (Spring 88-89)

2. Dr. Pettegrew (Spring 89-90)

3. Dr. Wells (Winter 90-91)

E. Instructor's Personal Analysis of Teaching [TAB 10]

1. ED 160 Study of the School

2. ED 360 Multicultural Education

3. ED 37 Social Studies Breakout

4. ED 410 Student Teaching

a. Supervision

b. Seminar

5. ED 507 Multicultural Education (Graduate)

6. ED 638 School Law (Graduate)

F. Course Syllabi and Worksheets [TAB 11]

III. ADVISING [TAB 12]

A. Description of Load: Transfer Students

B. Peer Advising Help

C. Summer Orientation

D. Procedures and Forms [TAB 13]

1. Undergraduate Curriculum Sequence

2. Four-year Planning Schedule

3. Adviser Checklist

4. GPA Goals Sheet

IV. CAMPUS LEADERSHIP

A. Teacher Education Committee

B. Computer Advisory Committee

C. Ammons-Thomas Scholarship Committee

D. Poster Appeals Committee

V. PROFESSIONAL ENRICHMENT

A. Professional Societies and Service

1. Member, Board of Directors, Ohio Association for Supervision and Curriculum Development (OASCD)

2. Chair, Research Committee, OASCD

3. Member, Christa McAuliffe Fellowship Selection Panel, Ohio Department of Education

B. Papers Presented and Consultant Activities

1. Featured Speaker, Citizens for Substance Abuse, "Dealing With Controversy: Effective Strategies for School Administrators," Cincinnati, March 1, 1989.

2. Main Session Speaker, National Community Education National Conference, "Interagency Collaboration," St. Louis, April 21, 1989

3. Consultant, Worthington City Schools, Student and Staff Issues in Moving to a Two High School District, Spring, 1989

C. Conferences Attended

1. National Middle School Association Conference on Certification, Atlanta, February 16-18, 1990

2. Ohio School Boards Association Workshop on Updates in School Law, Columbus, July, 1989

3. Fall Conference, OASCD, Columbus

4. Education Summit, Ohio Department of Education, January, 1991

D. Recent Publications [TAB 14]

1. "Assessing Youth Programs: A Guide to Community Self-Appraisal," Community Education Journal, October, 1988.

2. "Budgeting for Instructional Improvement," in book Instructional Handbook, National Association of Secondary School Principals, revised edition in press.

E. Research and Writing Agenda

1. Continued study of the political effects of the Far Right on public school curriculum (including phonics instruction)

2. Variables associated with student scores on the ODE's Ninth Grade Proficiency Test with an emphasis on how school districts prepared for the test.

3. Production of appropriate case studies of realistic situations for Study of the School and Multicultural Education.

4. Development of a student manual of worksheets designed to replace a textbook for Study of the School.

VI. DEPARTMENTAL CONTRIBUTIONS

A. Contacted all major elementary and secondary textbook publishers requesting copies of all appropriate materials which resulted in library acquisition of over 1000 new items.

B. Produced the Social Studies NCATE Folio

C. Wrote the Student Teaching Handbook, including all forms, a cooperating teacher edition, and appropriate forms for MAT Internship. [SEE HANDBOOK]

D. Guided and compiled a curriculum alignment review of education department courses and the National Teacher Exam

E. Studying the implementation of a course sequence to produce middle level certification.

F. Studied additional offerings for the MAT program.

G. Wrote the graduate syllabi for new graduate courses in Multicultural Education and School Law.

H. Serving on the Multicultural Issues committee of the department.

VII. COMMUNITY LEADERSHIP